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ABSTRACT

This planning grid for teaching visual arts in grade 4 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students ill create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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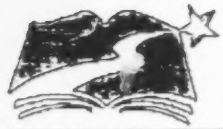

Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 4

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SO 033 715

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VISUAL ARTS UNIT PLANNING - GRADE 4

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning

A. Students will identify various media, techniques, and processes used to create works of art.

B. Students will describe how the effects created by two-dimensional media, techniques, and processes differ from those produced with three-dimensional media, techniques, and processes.

C. Students will explore and apply the characteristics of a variety of two-dimensional and three-dimensional media to develop manipulative skills.

D. Students will select and use the different characteristics of two-dimensional and three-dimensional media, techniques, and processes in creating works of art to communicate ideas, experiences, and stories.

E. Students will use media and tools in a safe and responsible manner.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.601	describe various media, techniques, technologies, and processes used to create works of art.																		
4.602	identify and name basic art techniques and processes including, but not limited to:																		
	1. painting,																		
	2. drawing,																		
	3. sculpting/forming,																		
	4. cutting,																		
	5. gluing/fastening,																		
	6. printing,																		
	7. weaving, and																		
	8. textile design.																		

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4.603	describe how the effects created by two-dimensional media, techniques, technologies, and processes differ from those produced with three-dimensional media, techniques, technologies, and processes.																				
4.604	plan, select, and employ tools, materials, techniques, and processes to achieve a range of effects.																				
4.605	develop manipulative skills using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to:																				
	1. scissors,																				
	2. adhesives,																				
	3. markers (water-based, non-toxic),																				
	4. paint (tempera, watercolor),																				
	5. brushes (large, medium, small),																				
	6. pencils (graphite and colored),																				
	7. crayons,																				
	8. modeling compound(s),																				
	9. papers (multiple sizes, weights and textures),																				
	10. fibers (yarn, string, cloth),																				
	11. chalk, pastels, and/or oil pastels,																				
	12. rulers and straight edges,																				
	13. staplers,																				
	14. templates,																				
	15. needles,																				
	16. hole punch.																				
4.606	use a combination of techniques and processes to achieve different effects.																				
4.607	select and use the characteristics of two-dimensional and three-dimensional media, techniques, technologies, and processes in creating works of art to communicate ideas, experiences, and stories.																				

4.608	solve visual arts problems by creating computer generated works of art.																			
4.609	use media and tools in a safe and responsible manner.																			

VISUAL ARTS UNIT PLANNING - GRADE 4

Standard 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.

A. Students will illustrate how the visual components of art and design work together to create expressive qualities in works of art.

B. Students will recognize, name, and apply the organizational components of art and design (balance, unity, contrast, pattern, emphasis, movement, and rhythm);

C. Students will plan and create works of art that show the development of ideas over time.

D. Students will employ the relationships between visual and organizational components of art and design and expressive qualities or functions to improve communication of ideas in their own works of art and design.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.610	identify hues, tints, and shades in monochromatic color schemes.																		
4.611	use light and dark hues to achieve color contrast.																		
4.612	understand that related (analogous) colors contain a common hue and are located adjacent to each other on the color wheel.																		
4.613	recognize that contour line defines the outer surface of a shape or form.																		
4.614	demonstrate that line defines shape and form.																		
4.615	perceive and describe how lines suggest texture and patterns in works of art and design.																		
4.616	recognize how distance affects the visual perception of the size of shapes and forms.																		
4.617	recognize convex and concave forms.																		
4.618	recognize positive and negative shapes, forms, and spaces.																		
4.619	distinguish between the characteristics of objects placed in the foreground, middleground, and background which cause objects to appear close or in the distance.																		
4.620	recognize that shapes can appear to escape the boundaries of the picture																		

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	plane.																		
4.621	translate three-dimensional texture onto three-dimensional surfaces.																		
4.622	understand that texture can describe and embellish surface quality (pitted, indented, bumpy, smooth, grainy).																		
4.623	use visual components to create contrast (e.g., light next to dark, rough next to smooth, and thick next to thin).																		
4.624	recognize and identify the use of a variety of shapes, forms, colors, textures, and lines to create unity in fabrics, objects in the environment or elements of architectural structures.																		
4.625	employ radial symmetry for balance.																		
4.626	identify and use a center of interest.																		
4.627	plan and then create works of art that show the development of ideas over time.																		
4.628	employ the relationships between visual and organizational components of art and design and expressive qualities or functions to improve communication of ideas in their own works of art and design.																		

VISUAL ARTS UNIT PLANNING - GRADE 4

Standard 3: **Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.**

A. Students will identify subjects, symbols, and ideas as possible sources for content in their own works of art.

B. Students will analyze and use subjects, symbols, and ideas to communicate meaning.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.629	identify subjects, symbols, and ideas as possible sources for content for works of art.																		
4.630	use subjects, symbols, and ideas as content for works of art.																		

VISUAL ARTS UNIT PLANNING - GRADE 4

Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.

A. Students will identify the roles of artists in society across cultures, times, and places.

B. Students will examine the relationships of the visual arts to various cultures, times, and places.

C. Students will classify specific artists and works of art as belonging to particular cultures, times, and places.

D. Students will identify and illustrate ways that cultures, times, and places influence the visual arts.

E. Students will compare various functions or purposes of works of art and design across cultures, times, and places.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.631	identify various visual arts careers and the roles of artists, historians, critics, and aestheticians in society.																		
4.632	analyze the relationships of the visual arts to culture in a specific geographic location.																		
4.633	use the characteristics of works of art to speculate about their origin according to cultures, times, and places.																		
4.634	identify ways cultures, times, and places influence the visual arts.																		
4.635	understand the difference between function and purpose for works of art.																		

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VISUAL ARTS UNIT PLANNING - GRADE 4

Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.

A. Students will identify and describe how the visual arts are forms of communication that are used to express ideas, actions, and emotions.

B. Students will understand and apply visual arts vocabulary when observing, describing, and analyzing works of art.

C. Students will analyze works of art to determine why they were created.

D. Students will explore how experiences as an individual and as a member of groups influence the creation of works of art.

E. Students will examine how and why individuals respond differently to characteristics of the same works of art.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.636	understand how the visual arts communicate and express ideas, actions, and emotions.																		
4.637	practice and apply correct visual arts vocabulary when observing and describing works of art.																		
4.638	understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places.																		
4.639	analyze particular works of art to determine why they were created.																		
4.640	recognize how experiences as an individual and as a member of groups influences the creation of works of art.																		
4.641	recognize that individuals respond to the same work of art in different ways.																		

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VISUAL ARTS UNIT PLANNING - GRADE 4

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will identify and illustrate similarities and differences between the characteristics of the visual arts and other arts disciplines (e.g., pattern, rhythm, balance, shape, space).

B. Students will identify and illustrate similarities and differences between the visual arts and other disciplines in the curriculum.

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work force and improves the quality of everyday life.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.642	identify and illustrate similarities and differences between characteristics of the visual arts and other arts disciplines (e.g., pattern, rhythm, shape, space).																		
4.643	identify similarities and differences between characteristics of the visual arts and other disciplines in the curriculum.																		
4.644	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		

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